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ABSTRACT

Based on current research in reading, this book presents an informal reading inventory designed to assess reading ability at emergent through junior high levels. It includes narrative and expository passages at each level, questions to assess prior knowledge, and word lists. It focuses assessment on specific questions regarding word identification, fluency, and comprehension, and recommends procedures for assessment of strategic reading and inclusion of results in a classroom portfolio. Sections of the book are: (1) Introduction to the Qualitative Reading Inventory-II; (2) Why Another Informal Reading Inventory? A Research Perspective; (3) A General Description of the Qualitative Reading Inventory-II; (4) Information Provided by the Qualitative Reading Inventory--II including finding reading levels and determining reader strengths and needs; (5) Uses of the Qualitative Reading Inventory-II: The Examiner as a Reflective Decision Maker; (6) Administration and Scoring of the Qualitative Reading Inventory-II: Preparation for Testing; (7) Administration and Scoring of the Qualitative Reading Inventory-II: The Word Lists; (8) Administration and Scoring of the Qualitative Reading Inventory-II: Assessment of Prior Knowledge; (9) Administration and Scoring of the Qualitative Reading Inventory-II: The Passages; (10) Administration and Scoring of the Qualitative Reading Inventory-II: Word Identification in Context: Oral Reading including reading, counting, and analyzing oral reading miscues; (11) Administration and Scoring of the Qualitative Reading Inventory-II: Comprehension; (12) Administration and Scoring of the Qualitative Reading Inventory-II: Assessing Strategic Reading; (13) Summarizing the Results of the Qualitative Reading Inventory-II; (14) Examples of Using the Qualitative Reading Inventory-II; (15) Test Materials which include six levels of reading passages plus junior high passages; and (16) Technical Development of the Qualitative Reading Inventory-II. Contains 123 references. (RS)